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This paper traces the development of a human relations program as part of the teacher education curriculum at the University of Maryland Baltimore County. Four approaches are presented--a basic encounter model, a cognitive model, a programed unit, and a final integrated model that is now being employed in the teacher education program. Each model is described briefly with evaluations, perceived limitations, and research results presented. The integrated model, a 5-week experience-based unit consisting of role playing, interpersonal exercises, videotapes, critical incident films, and discussions, was adopted as the most successful of the four attempts. Research results indicated that participants increased their levels of sensitivity to their own feelings, increased their ability ot express their feelings, and increased their capacity for warm, meaningful relationships. Many students also reported this to be the most meaningful educational experience in which they had ever participated. (Author)

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"Initial Attempts at Developing Appropriate Human Relations Experiences for Potential Teachers"

This paper traces the development of a human relations program as part of the teacher education curriculum at the University of Maryland Baltimore County. Four approaches are presented - a Basic Encounter model, a cognitive model, a programmed unit, and a final "Integrated model" that is now being employed in the teacher education program. Each model is described briefly with evaluations, perceived limitations, and research results presented. The integrated model, a five week experience based unit consisting of role playing, interpersonal exercises, videotapes, critical incident films, and discussions was adopted as the most successful of the four attempts. Research results indicated that participants increased their levels of sensitivity to their own feelings, increased their ability to express their feelings, and increased their capacity for warm, meaningful relationships. Many students also reported this to be the most meaningful educational experience in which they had ever participated.

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"Initial Attempts at Developing Appropriate Human Relations Experiences for Potential Teachers"

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"Initial Attempts at Developing Appropriate Human Relations Experiences for Potential Teachers"

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The purpose of this paper is to present a review of the various types of experiences that have been tested in our attempts to formulate a well defined human relations program for teacher education students.

Although the initial study I wi'l report was not conducted at UMBC it did serve as part of the overall plan in the development of subsequent human relations experiences at UMBC. As such, we felt it should be included in this report.

I. The Use of Encounter Groups:

The purpose of this study was to discover the effects of participation in a basic encounter group on two sets of criteria. 1) The effect on student teachers personality traits as measured by Cattels Sixteen Personality Factor Questionnaire, and 2) The effect on the student teachers characteristics of warmth, empathy, genuineness and concreteness in his relationship with his students as measured by the Truax Relationship Questionnaire. A third part of the investigation centered on the relationship between the four relationship variables and high school students' perceptions of their teachers overall effectiveness as teachers.

The research design consisted of an experimental group of 21 volunteers who were about to do their student teaching and a control group drawn from the same population. The 16-PF was administered to both groups before and after the encounter group experience. The encounter groups met once a week during the semester in which the subjects were engaged in their student teaching.

The Relationship Questionnaire was administered at the end of the semester to one of the high school classes taught by each of the subjects in the control and experimental groups.

A Summary of the Findings:

The research results indicated that at the end of the encounter group experience there were no statistically significant differences between the experimental and control gorups on any of the variables of the 16 PF. When the data for the experimental group alone were examined however there were changes on two variables from pre-test to post-test--but only one of these changes could be attributed to the treatment. This was Factor F, Surgency, which changed significantly in the direction of more cheerful, open, and enthusiastic behaviors.

This was considered to be an important and positive change since this was the single personality variable found to be most often related to teaching effectiveness in previous studies that employed the 16 PF. As was the case with the 16 PF, the Relationship Questionnaire also did not differentiate between the experimental and control groups. There were no significant differences favoring the experimental group on either warmth, empathy, genuineness, and concreteness and the students perception of their teachers overall effectiveness as a teacher.

The results of the correlations between the four relationship variables and perceived teaching effectiveness were far more positive. Uniformly high correlations (significant beyond the .001 level) were found to exist between each of the four variables of warmth, empathy, genuineness, and concreteness and the students perception

of their teachers overall effectiveness as a teacher.

The following conclusions were drawn from this study:

1) Participation in a basic encounter group does not produce major changes in the personality structure of the individuals involved, but can produce a positive change in the key 16 P.F. personality variable associated with teaching effectiveness (Factor F, Surgency).

2) Student teachers who participate in a basic encounter group cannot be differentiated by their students from those who do not, on the basis of their qualities of warmth, empathy, genuineness or concreteness and,

3) A strong positive relationship exists between the variables of warmth, empathy, genuineness, and concreteness and secondary school students perceptions of their teachers overall teaching effectiveness.

The empirical data and subjective evaluations of the encounter group approach led us to the conclusion that there is a great need for transfer facilitating experiences if the full power of the encounter group is to be realized. It does not seem to be enough to provide the group experience in isolation from the student teachers outside relationships and responsibilities. Cognitive sessions, role-playing and skill development sessions that stress "back home applications" seem to be also needed so that participants can discover ways to implement what they have learned during the encounter group.

II. A Cognitive Approach:

The following three attempts at developing appropriate human relations experiences were all carried out at the University of

Maryland Baltimore County Campus during the last year and a half.

Since the initial attempt at meeting the interpersonal needs of future teachers was a totally experiential one, it was decided to conduct a more cognitive approach for our first attempt at UMBC.

Because of time limitations this program consisted of only three sessions. The sessions were based on a series of readings developed by John Wallen of Northwest Regional Education Labs in Portland, Oregon. The focus of the readings was on the constructive use of feelings and emotions and understanding communication processes. The sessions themselves were devoted to discussion of the material and skill exercises that accompany the readings. No attempt was made at empirical investigation of this program but the staff reaction was that students did accept and understand the ideas presented.

The limitation of this kind of approach however seems to be that without experiencing these concepts they carry only a cognitive meaning to the student. They don't really become fully integrated into his attitudes and behavior.

III. A Programmed Approach:

Our next trial approach involved the use of the Human Development Institutes' Basic Interpersonal Relations course. The developers of this program describe it as a "small group program designed to promote personal growth and increase knowledge of some basic principles of human relations". Basic Interpersonal Relations is a self-directed course. This means that instructions for the exercises are provided in a programmed text, and the presence of a trained leader is not required. The program is designed for

a group of four to seven persons meeting for five sessions of about one and a half hours each. In each sesssion participants focus on a different aspect of their own interactions. The group members learn by examining concepts and principles of human relations in relation to what happens in their group. The program consists of five programmed instruction texts, one for each session. Group members read aloud from the text, which outlines principles of interpersonal relations and suggest exercises to explore these as a group. These may include role plays, group discussions, and other exercises aimed at group involvement. Each member reads a frame then passes the text to the next member. The frames contain either cognitive material or they suggest an appropriate exercise.

This particular approach was used on three separate occasions. Two groups were formed in the Spring semester of 1970 from the Principles of Education course. This is the first upper level course in the teacher education program at UMBC. All of the students involved were volunteers. No empirical data were gathered on these groups but an evaluation form filled out by the students indicated a positive reaction and a recommendation that a program dealing with interpersonal relations should be a part of the teacher education curriculum.

The program was again used during the summer session of 1970 with 27 non-certified elementary school teachers as part of an intensive six week summer institute. The HDI sessions were made a mandatory part of the institute program.

Reaction to the program this time was more mixed. The majority of the participants felt they had internalized the concepts of the course but fully one-third felt they had not.

A number of students also reacted negatively to the passing of the booklet, the lack of free discussion time and perceived lack of relevance to teaching. Again, however, the need for interpersonal relations improvement as part of teacher education was supported by all of the students.

In the Fall of 1970, the HDI program was studied in a more structured and objective manner. The groups were again drawn from the junior level Principles of Education course. The design for this study consisted of an experimental group drawn from one section of this course and a control group drawn from another section. Shostrom's Personal Orientation Inventory was administered to each group prior to the beginning of the HDI program. The Personal Orientation Inventory is essentially a measure of self-actualization which contains scales that were felt to be of direct relevance to the goals of our program. Two sets of paired scales were of primary concern: First, scales 7 and 8 which deal with Feeling (Scale 7 is Feeling Reactivity, which is described as the degree of sensitivity to one's own needs and feelings and Scale 8 is Spontaneity, which measures the ability to express feelings in spontaneous action). The second set of paired scales (Scales 13 and 14) deal with Interpersonal Sensitivity. Scale 13 is Acceptance of Aggression, which is described as the ability to accept anger or aggression within oneself as natural and Scale 14 is Capacity for Intimate Contact, which is described as the person's ability to develop warm, meaningful, contactful, relationships with other human beings.

Upon completion of the 5 - HDI sessions (once per week for 5 weeks) the POI was again administered to both the experimental

and control groups. Post-test comparisons indicated significant differences in favor of the experimental group on Scale 7 (increased sensitivity to ones own feelings (.05 level) and Scale 14 (increased ability to develop warm, meaningful, contactful, relationships. Spontaneity and Acceptance of Aggression scales showed positive trends but did not reach an acceptable level of statistical significance. A delayed post-test administered 5 weeks later indicated that these differences held up over that more extended period of time.

An important point to note here is that even though the HDI Program essentially met our expectations as far as the positive changes were concerned, it was not fully accepted by the students involved. The trend of negative reactions noted in our earlier use of the HDI program increased in this study. The general reaction to the program, by almost half of the students, was negative.

These reactions, along with our desire to create a more comprehensive program led us to the development of what we have called, on the program outline, an integrated approach.

The approach will be explained in more detail by Richard Conroy, (Human Relations Program for Potential Teachers, APGA Presentation, Atlantic City, N. J., 1971) but, in general, it was a 5 week unit based primarily on experiential learning processes. Films, video tape analysis, demonstrations, role playing, and small group discussions were the primary methods employed. The unit was again made part of the junior level principles course. The Personal Orientation Inventory was used again as the criterion measure and was administered prior to and at the comletion of the program.

The results indicate that this has been our most successful attempt to date to bring about an increased level of awareness and sensitivity to interpersonal processes. Students who participated in this program increased their scores significantly on 3 of the 4 variables of the POI previously mentioned as being related to our goals. They developed significantly higher levels of sensitivity to their own feelings, increased their ability to express their feelings, and increased their capacity for warm, meaningful relationships with others.

Statistically significant changes in a positive direction were also noted on 6 of the remaining 11 variables of the POI. Perhaps even more gratifying than the research results was the student response. The reaction of the students was overwhelmingly positive. Many of them stated that the human relations program was the best and most meaningful educational experience they had ever had.

Fortunately, for all concerned, counselors are evidently somewhat easier to relate to than programmed texts.